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ABSTRACT

The first section of this special report defines differentiated staffing and gives the opposing points of view of supporters who believe that it is needed to upgrade the quality of instruction, provide more individualized learning programs, and encourage good teachers to remain in the classroom, and of opponents who regard it as a form of merit pay. The need for the full participation of all the teaching staff in the design of the program is stressed, and some of the more common pitfalls and misunderstandings are outlined. Three profiles are included of school districts which have initiated differential staffing programs: 1) Temple City, Calif., where the successful organization of Oak Avenue Intermediate School is discussed in depth; 2) Cherry Creek, Colo., where three elementary schools have used differentiated staffing with varying success, where a junior high school staff is divided over the idea, which has not yet been implemented, and where the senior high school staff is strongly opposed to the idea; and 3) Kansas City, Mo., where a new elementary school and junior high school were designed and the staff selected for differentiated staffing, and where preliminary findings suggest that the programs are succeeding. A list of 28 school districts throughout the country gives brief descriptions of other differentiated staffing programs already functioning or in the planning stage. (MBM)

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DIFFERENTIATED STAFFING IN SCHOOLS

EDUCATION U.S.A. SPECIAL REPORT

A review of current policies and programs

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Occasionally, the editors decide that some aspects of education are important enough to be covered in detail through special reports. This is the eighteenth report of this type.

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EDUCATION U.S.A.
SPECIAL REPORT

DIFFERENTIATED STAFFING IN SCHOOLS

WHAT IT IS, WHAT THEY SAY ABOUT IT

A new method of using teachers--differentiated staffing (DS)--is beginning to rock the educational boat, raising hurrahs in some quarters and hackles in others.

Differentiated staffing is an outgrowth and refinement of team teaching and the idea of "the teacher and his staff," both of which recognize a diversity of teaching tasks and propose use of auxiliary personnel in the schools to relieve teachers of nonteaching duties.

DS goes a step further to suggest that teaching be differentiated into various roles and responsibilities to allow for the different interests, abilities, and ambitions of teachers. It calls for differentiating salary in terms of the responsibilities assumed, and allows for both a training and a career ladder.

The National Commission on Teacher Education and Professional Standards (NCTEPS), which has been a prime mover on the DS front, defines it as follows:

"Differentiated staffing is a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers, which would lead to increased satisfaction, status, and material reward."

Donald Hair, acting school superintendent of Kansas City, Mo., where a DS plan is under way, says differentiated staffing provides that teachers who have more responsibility and make more decisions work longer hours and get paid more. And Alvin P. Lierheimer, director of the Division of Teacher Education and Certification of the New York State Education Dept., describes DS as "pay according to the complexity and demands of new tasks."

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The main thrust behind differentiated staffing is to upgrade the quality of instruction and to provide more individualized learning programs for students. DS advocates say these goals cannot be met in the traditional system built around the self-contained teacher, the self-contained classroom, and the self-contained school. Since the late 1950's schools have changed vastly, they point out, with the advent of team teaching, nongraded programs, use of teacher aides, and open-space planning. Differentiated staffing is a logical extension and outgrowth of these changes, they say, and in fact is almost always to be found in conjunction with other innovations.

One difficulty, however, is that DS would spell the demise of the single salary schedule for which teachers and their organizations have fought so hard. The single salary schedule supplanted a dog-eat-dog system under which each teacher did his own bargaining with superintendent and school board and raises were often granted on the basis of favoritism, friendship, and politics. How to cure the problem? Pay all teachers according to education and experience. Thus was born the single salary schedule.

It still has its sturdy adherents, and here is where the lines of controversy are most often drawn. Critics of differentiated staffing say it sounds good on paper, but it tends more often than not to be merit pay in disguise. And that would take everybody back to the old days. "It's camouflaged merit pay of the highest order," said Gary D. Watts, head of the National Education Assn. (NEA) Division of Field Services. "And I'm against it for all the reasons that I'm against merit pay." Watts's views are echoed by quite a few state education association field men, union leaders, and local urban executive secretaries across the country.

Advocates of differentiated staffing say just as vehemently that it isn't merit pay, or, at least, if properly implemented, it doesn't have to be. "Merit pay," argues Roy A. Edelfelt, executive secretary of NCTEPS, "means salary differentials based on the quality of performance in situations where every teacher has a similar task and the same degree of responsibility. Differentiated staffing, on the other hand, would establish salary differentials based on differences in degree of responsibility."

Edelfelt believes teachers must be involved in developing any plan for differentiated staffing, from the point of inception through evaluation and modification, because "theirs are the tasks to be differentiated; hence they should participate in the judgment on how this can best be done."

Another major proponent of differentiated staffing is Dwight W. Allen, dean of the College of Education at the U. of Massachusetts, and former associate professor of education at Stanford U. where he helped shape the Temple City, Calif., program. Don Davies, former NCTEPS director, is also a DS advocate. One of Davies' first acts, after becoming Associate U.S. Commissioner of Education, was to inaugurate a program expressly aimed at developing and testing differentiated staffing programs across the country. It was funded with an appropriation of a little less than $3 million under the Education Professions Development Act (EPDA). An indication of the degree to which differentiated staffing has caught the fancy of America's educators may be had from the fact that some 270 proposals were submitted for EPDA grants. There was money enough to fund only about a dozen.

The case for DS is, in considerable part, a case against the present system of staffing and teacher recompense. The present system, say critics, treats teachers--good ones and mediocre ones--like the interchangeable parts of the old Model T Ford. The superior teacher reaches his salary ceiling in a relatively few years. He can make a breakthrough after that only by quitting the teaching profession or going into administration. And this, of course, means abandoning the very thing he set out originally to do, which is to teach.

"The teaching profession," said John Gardner, former Secretary of Health, Education, and Welfare under Pres. Lyndon B. Johnson, "is one of the few in which the time of a superb professional with 20 or 30 years' experience is used in just about the same way as the day he first walked into the classroom." NCTEPS spokesmen point out that the teacher is still expected to be a "generalist" in an age of wildly proliferating knowledge. This knowledge explosion "has made it virtually impossible for the teacher to be highly conversant with several subject fields." NCTEPS notes that role differentiation has become common in other professions. Examples: the draftsman in architecture, the junior partner and law clerk in the legal profession, the intern and resident (and more recently the associate) in medicine, the chemical analyst in science.

"Considering all the talk in education today about meeting the individual needs of students," says Dwight Allen, "attention to individual differences among teachers is long overdue. Common sense tells us that the needs of the student unlucky enough to sit out the year in a math class taught by an incompetent teacher are not being met, to say nothing of the needs of the teacher, who may be highly competent to plan a new algebra course or who may be a master at small group instruction. Neither the student, the teacher, nor education is served by staffing patterns that allow this kind of thing to happen. It happens because we staff schools as though differences in teacher ability don't exist or don't matter if they do."

Tending to validate such indictments as Dwight Allen's are the startling statistics of teacher fallout. Each year 30% of the students graduating from the nation's teacher-training institutions do not enter teaching. Of the remaining 70% who do enter the teaching profession, according to Irvin Nikolai, of the Southwestern Cooperative Educational Laboratory, one-third leave by the end of the first year. About half are gone by the end of two years. Eighty percent are gone by the end of 10 years. In California alone, said Nikolai, there are more than 100,000 persons who hold teaching credentials but are not teaching.

The problems confronting education are external as well as internal. Most administrators sense a widening gap between themselves and their communities--a public relations gap, as it were. It manifests itself in growing numbers of bond issues and tax proposals being defeated, not to mention the hitherto unheard of phenomenon of school systems closing down for lack of public financial support. Fenwick English, newly appointed director of the federally funded Arizona-Mesa Differentiated Staffing Consortium Project, and M. John Rand, superintendent of Temple City schools, see the public relations problem as being partly rooted in the fact that "taxpayers are balking at increasing education costs without some proof that the pudding will be better."

On the one hand, says English, school systems profess that advanced training and experience on the job make a better teacher, and so they pay teachers more for this training and experience. On the other hand, school systems fail to utilize this same training and experience in the school by differentiating teaching responsibilities.

It looks to the public as if educators either "don't believe that what they are paying more for makes a bit of difference in the organization, or are inefficient in the utilization and deployment of personnel resources."

English and Rand, in an article in Phi Delta Kappan, contend that rising militancy and mass "resignations" of teachers are due not only to salary grievances but also to indications that teachers are dissatisfied with their roles as mere implementers of administrative decision.

"Teachers are telling us something we should have known or predicted long ago," say English and Rand. "When a group of people increase their technical competence close to that of the top members of the hierarchy, lines of authority become blurred. The subordinate position begins to rest more upon arbitrary and traditional distinctions than upon competence to perform the job. Teachers are demanding inclusion in the decision-making process in education...."

There are some teachers, argue Rand and English, who should be paid $20,000 to $25,000 "as are specialists in other fields. So long as we have the single salary schedule, however, no one will get this amount. The money simply cannot be raised without a complete overhaul of tax structures, school financing, and public value systems. Hence the dissolution of the single salary schedule is a must if the teaching profession is to advance."

Dwight Allen believes that differentiated staffing can produce many positive benefits for education. Among them:

- When positions are identified delineating what needs to be done and are assigned on the basis of competence, there will be a basis of salary differentiation on which school boards, administrators, and teachers can agree.

- Good teachers, who deserve as much money as administrators, will be able to afford a career in classroom teaching.

- There will be a place for those teachers for whom no amount of money can make up for the lack of job satisfaction.

- There will be a place for talented teachers who want only limited professional responsibility (e.g., the teaching housewife).

- Teachers will be able to take postgraduate courses to make themselves more competent in their specific jobs instead of taking courses on an indiscriminate units-equal-dollars basis.

- Longevity, with all its educationally crippling effects, would cease to be a criterion for promotion.

- Inservice teacher training could be an internal program aimed at solving problems at hand rather than problems perceived by someone once or twice removed from the school's student population.

- Evaluation could be based on real knowledge from intimate contact and cooperation between teaching professionals.

- Many existing problems in negotiating salaries and existing differences between professional teachers and administrators should disappear in a staff wherein status derives from performance and competence.

- Young talent would be encouraged to grow.

- The school would regain some control over apportioning dollars now committed to perpetuating the median rise in salary costs brought about by tenure, longevity, and automatic promotion practices.

- Colleges could begin to focus on training teachers to handle specific responsibilities and specific teaching skills.

- Counseling and interpersonal student-teacher relationships could be established at more profound levels of personal choice and personal relevance.

- The best talent would be free to seek the best alternative teaching techniques, learning modes, and innovations in general through persistent liaison with colleges, universities, and other schools.

What will a differentiated staffing system--once organized--look like? No two systems are alike. Even the nomenclature varies from district to district. Temple City, Calif., has a teacher hierarchy which encompasses master teachers, senior teachers, staff teachers, teacher associates, and several levels of paraprofessionals. Teacher salaries range as high as $25,000. Walnut Hills Community Elementary School in Denver's Cherry Creek District calls the top of its hierarchy a "team leader." He accepts responsibility for a multi-aged "family" of 125 to 150 children and enjoys a salary differential ranging from about $500 to $2,000 over the regular schedule. His team includes a senior resident, junior resident, apprentice teacher, and others.

Besides differentiating responsibilities and salaries, DS programs often differentiate contractual periods. Teachers in the upper reaches of the hierarchy contract to work a longer school year--10, 11, or 11½ months. And it is usually understood, if not spelled out, that the teacher-leaders will have longer work days.

Dwight Allen says three conditions are essential to a viable differentiated staff structure:

1. A minimum of three differentiated staff teaching levels, each having a different salary range.

2. A maximum salary at the top teaching category that is at least double the maximum at the lowest.

3. Substantial direct teaching responsibility for all teachers at all salary levels, including those in the top brackets.

Allen warns that simply "inventing" responsibility levels, writing job descriptions, and assigning teachers arbitrarily will not work. The DS concept, he insists, calls for innovation and reorganization of the basic structure of the schools, with the full participation of the teaching staff.

Flexible scheduling to make maximum use of teacher time and talent is regarded by the authorities as an essential element in differentiated staffing--and this is why they insist that the self-contained classroom must go. No one teacher, they argue, can be all things to all children, and the continuation of the self-contained classroom limits the effective deployment of personnel and hence hinders effective instruction.

Many teachers feel threatened by the differentiated staff idea. And "understandably so," Allen adds. NCTEPS official Bernard H. McKenna and Allen both feel it may be necessary to write a "grandfather clause" into negotiation or bargaining agreements to allay the apprehensions of some teachers. This would allow anybody wishing to do so to opt out of the new staffing plan and continue to cast his lot with the regular salary schedule.

McKenna pays tribute to teachers, however, for being willing to explore the idea even though they are apprehensive of it. "I think our profession is getting mature when it is able to look at new ideas even though they seem threatening," he says.

The fact that teachers are uneasy about differentiated staffing makes it all the more important, say the experts, that they be involved--and deeply so--in the fashioning of any DS plan affecting them. Kansas City (Mo.) Superintendent Hair says teacher involvement is a "must," especially when a traditional school is being reorganized for DS. It might not seem so essential in the case of a new school being organized initially along differentiated lines. Yet in Kansas City, says Hair, when differentiation programs were being developed for two new schools, teachers were brought into the planning.

Once a differentiated staffing plan has been developed, teachers need to be involved in the next step, which is selection of the teacher-leaders who will work under it. At Temple City, for example, teachers choose their senior teachers and master teachers, and, having chosen, can dethrone them if they prove unsatisfactory. The success or failure of a differentiated staffing program can turn on this provision.

Experience seems to suggest that not only should teachers be involved in the planning and implementation of DS but also there needs to be a broad consensus favoring it before it is put into effect. A deeply divided faculty can spell trouble. In a small Phoenix, Ariz., school district, leaders of the teachers association were involved in constructing the differentiated staffing plan. But when the plan finally was put to a faculty vote, the outcome was rather close--40 "yes" to 31 "no." The losers turned out to be anything but a silent minority. They mobilized and took their case to the press, charging that the plan was really merit pay and that the superintendent had handed out the hierarchical plums to association leaders.

The school system of populous Montgomery County, Md., is another case in point. A countywide teacher strike took place there in 1968. It lasted eight days. Salaries were the principal grievance, but a secondary issue was differentiated staffing. By early 1970 another strike was a possibility. This time differentiated staffing was the main issue.

DS had been proposed initially by a citizens committee appointed by the school board. Teachers, remembering a short-lived merit pay plan of the early 1960's, were suspicious of it. The post-strike settlement provided for a committee of 10--five representing the superintendent, five from the Montgomery County Education Assn. (MCEA)--to study DS. In December 1969 the committee brought a plan to the school board for approval. The board approved it and submitted it to the Dept. of Health, Education, and Welfare with a request for funding under the Education Professions Development Act. MCEA opposed it bitterly, charging that an attempt was being made to "slip it in the back door."

MCEA Pres. Tom Shugarts, appearing before the school board, said that although the committee included five association representatives, the report had not been approved by the MCEA executive committee or delegate assembly. Teachers at schools scheduled for pilot DS programs had been only minimally involved in development of the plan, he said, and some knew nothing at all about it. "It could be explosive," Shugarts warned the school board.

Board and administration contended that the plan had been widely discussed at a "teacher talk-in," a summer workshop, and faculty meetings. They denied any attempt at subterfuge. They said each of the district's 180 schools would have "local autonomy" to shape its own DS program to meet the needs of its own students and community. Not to be placated, MCEA called upon the USOE to reject the district's application for funds.

The Montgomery County dispute turned on the two issues which make differentiated staffing anathema to some teacher association officials. One is the issue of "unilateral imposition." The other is merit pay. And the two, in Gary Watts's view, are interconnected. At the "practical level," he says, differentiated staffing is being "imposed" on teachers. The motive of those seeking to impose it, he contends, is not a desire to restructure education but to put merit pay into effect.

Underwater Tomato Picking

"It is a strange profession which promotes its outstanding people away from the clients they are attempting to serve," said Irvin Nikolai, director of dissemination and installation for the Southwestern Cooperative Educational Laboratory, Albuquerque, N. Mex. "Look at the single salary schedule and the assumptions that underlie it. What do we do if we want to get more money? We go back to school and take a course called Underwater Tomato Picking. This is time-served criteria, not performance criteria. Promotions are automatic. The way to get more money is to grow older on the job."

Watts says he has "strong objections" to DS at the "intellectual or theoretical" level, too. "The basic one," he says, "is that the less contact you have with children, the more important you are in the (differentiated) staffing system. Every plan I've seen is so structured that the higher positions in the hierarchy have less pupil contact. The less teaching responsibility gets the higher priority."

The American Federation of Teachers (AFT) hasn't taken a formal position on DS yet, but Pres. David Selden gave it the back of his hand at the organization's 1969 convention. "The idea of differentiated staffing--separating faculty members into specialized functional and status categories--originated outside the governing bodies of the teaching profession--either NEA or AFT--and it was thrust upon us without discussion or vote," said Selden. "Now we have to deal with it.... We have avoided an outright negative response but, at the same time, we have made it clear that we will not support the introduction of ranks into elementary and secondary school teaching. We consider this merely a device to introduce merit rating in disguise."

The Watts and Selden briefs against DS haven't gone unanswered. Edelfelt, replying to the complaint that it puts less premium on teaching because it lessens teacher-pupil contact, says: "Such a conclusion only follows if one defines teaching narrowly as time spent with children. If teaching is viewed to include such things as planning and organizing learning situations and conferring with colleagues, then reducing contact hours could ultimately enhance the quality of time spent with students. The objective, after all, is quality, not quantity."

There are pitfalls other than the possibility that differentiated staffing might involve merit pay. Clara E. Cockerille, professor of education and psychology at Westminster College, New Wilmington, Pa., and a member of NCTEPS, says one difficulty is the fact that it invites use as an "attention-getting novelty.... Administrators would find an awful lot of people rushing in to visit their schools," she says. "They could get a couple of magazine articles and some newspaper articles published about it and it would be easy to use it as a stunt. The fact is that few programs in differentiated staffing have been in operation any length of time and none of them have been operated long enough to have any substantial body of research. So we have to look at this as an experimental thing to be approached with thoughtfulness and with the full idea of experimentation in mind."

The temptation to use DS for economizing is another pitfall, says Miss Cockerille. Other authorities agree, noting that real differentiated staffing is liable to cost more, not less, for two reasons: teachers high in the hierarchy are paid more and there are more paraprofessionals.

Still another pitfall is that of overspecialization, warns Miss Cockerille. "We may rescue teachers from being generalists--having to do everything--but then put them in operational straightjackets in which they do a limited number of things because if they move out of these they are moving into other persons' territories," explains the Pennsylvania educator.

The NEA's Assn. of Classroom Teachers, while it sees advantages in DS, has concerns too. It spelled them out in a report of a national study con-

ference on DS. Some of them are similar to those cited by Miss Cockerille. Some are different. One possibility feared by ACT is that people committed to change might "move too quickly." Another is that proponents will seek to effect change in teachers without recognizing the need for comparable change in administrators. Still another is that much of the thrust for DS comes from college professors. "While they glibly tell the public elementary and secondary school classroom teachers, as well as their own college students, what and how to teach, they fail to put their theories into practice in their own teaching at the higher education level," says ACT. "To classroom teachers, this example of 'Do as I say, not as I do' creates a genuine credibility gap."

Whatever the problems, pitfalls, and concerns, there is no doubt of the widespread current interest in differentiated staffing. Edelfelt says there are at present "many" schools that have all the characteristics of DS except the salary schedule. The AFT has estimated that there are more than "220 demonstration centers which have <u>some</u> elements of the concept in operation." An <u>Education U.S.A.</u> survey turned up 80 districts using differentiated staffing, and many more said they were contemplating its use.

How long will it be before DS completely reshapes the future school organization? Rand and English are cautiously optimistic. "At the moment it may be heresy," they said. "In a decade it may be practice." NCTEPS' Bernard McKenna is a little less sanguine as to the time lag. He says "classic studies indicate that it takes 50 years for every state to catch up with a new practice in education.... It took years for high school libraries to catch on," he said. "That's depressing." But given the present momentum of DS and the strong thrust for it by the federal government, it should be fairly widely in use within 15 or 20 years, says McKenna.

Most of the advocates of differentiated staffing--the theorists as well as those who are working with it--contend that, in one form or another, it must ultimately come. "The pressures being placed upon education to accept more responsibility for the future of society leave no room for comfortable mediocrity," said Dwight Allen, "and the issue is fast becoming a simple one of whether change will be compulsive or rational. It is time to accept our obligation to be rational by building a professional teaching staff organization under which learning can occur by design rather than by accident."

PROFILE NO. 1: 'IF WE CAN, ANYBODY CAN'

Visitors to Oak Avenue Intermediate School (grades 7-8) in Temple City, Calif., are sometimes puzzled by a sign that reads: "Please no mid-mod traffic." It's part of the "in" language of one of the nation's most innovative schools. A "mod" is a module of time, 15 minutes long. There are 24 modules in a school day. What the sign says is that students should come and go at the social studies resource center during the three-minute interlude between modules to avoid unnecessary confusion.

The sign serves as a kind of symbol at Oak Avenue--a symbol of the new superimposed on the old. For this is no brand spanking new school expressly designed for innovative education, with wall-less open spaces, tape-and-film rooms, and all the other now familiar trappings of the new look in education. It is a conventional school, built in 1950 along very conventional egg-crate lines, and rather thoroughly overhauled to accommodate a modern program of individualized instruction: classrooms cut in half to make seminar rooms, walls taken out to make resource centers, a drama workshop converted into a large group instruction area. "Nobody could have had more adverse conditions for innovation than we did," said a Temple City administrator. "But we had the feeling that if we could do it, anybody could."

Oak Avenue gets a thousand or more visitors a year from outside the district, many of them from outside Temple City, which is a suburb of Pasadena. The school has a whole range of innovations--flexible scheduling, individualized instruction, partial nongrading (in math), team teaching, and differentiated staffing. What lures the visitors is the differentiated staffing. Oak Avenue is, if not the first U.S. school to differentiate, very nearly the first. People from all over the country have helped develop it. And publicity generated by the various agencies involved in the project--the Kettering Foundation, USOE, and NCTEPS--has made it by far the best known. It is also one of the most successful.

Besides Oak Avenue, the district consists of four elementary schools and a high school. The high school has differentiation but no flexible scheduling. That's to start in September 1970. Two elementary schools have flexible scheduling but little or no differentiation. Two are traditional. Eventually the entire district is scheduled to be entirely differentiated and flexible--in short, entirely innovative.

It all evolved, says Supt. Jack Rand, from a long-range assessment of the district's needs based on a five-year follow-up study of Temple City graduates.

"We went to the scientists and technologists," said Rand. "We visited the think tanks. We asked, 'What is the world of tomorrow going to be like?' Then we made some basic assumptions: That public education today is a survival factor in our democracy. What we teach isn't only a matter of local option. It deals with the larger socioeconomic events in the United States and the world. We have to prepare young people for full citizenship in a world of the hydrogen bomb...a world three-fourths of which is yellow and black...a world popping with problems while we're back here studying the wives of Henry VIII. Every year, in the traditional climate of our schools,

young people become more disillusioned. It's a prison in time served. A movement into individualization changes this attitude. Young people find adventure in it."

As to the specific changeover to differentiated staffing, Rand explains that teachers have been caught up in the revolutionary mood sweeping the world, want a share in the decision making, and want "to be able to shoot for top positions without going into administration." He points out that the average teacher has two years of graduate work as does the average administrator. So "who's telling whom?" he asks.

Late in 1965 Rand invited Dwight Allen, then associate professor of education at Stanford, to Temple City to discuss differentiated staffing. The following summer a workshop was held for teachers, administrators, and school board members. At that workshop a proposal was written for submission to the Charles F. Kettering Foundation. In December 1966 Kettering gave the district $41,840--and later another $15,000--to develop a rationale for differentiated staffing. (Subsequently Temple City got an EPDA grant.) Rand set up a steering committee to refine the plan and bring specific recommendations to the school board.

Here the project almost foundered. Teachers found themselves outnumbered by administrators on the steering committee. They suspected some kind of administrator trick. Rand reorganized the committee so that teachers comprised a majority. Selection was made by the faculties of all six schools, on the basis of one teacher for every 500 pupils. Both teachers organizations--the professional association, which was dominant, and the teachers union--were represented by their respective presidents. Al Shuey, senior teacher in science at the high school and president of the AFT local, says the steering committee and all seven of its task forces were chaired by teachers. Rand, says Shuey, promised at the outset that the project would be a "grass roots teacher effort," and "he has been as good as his word."

"Most of the modifications have occurred because of suggestions by the teachers," said Shuey. "I would not be afraid to defend that point of view in front of anybody. You'll find people in the district who don't like differentiated staffing. But there are few who would argue that everybody didn't have his day in court. So if there's any mandate, it's from the teachers, not the administration."

The steering committee, which, incidentally, included one board member for liaison, hammered out a detailed plan and took it to the school board. The board approved and it went into effect at Oak Avenue and the high school in September 1968.

Here, as proposed by the steering committee and approved by the school board, is the Temple City hierarchy:

Master Teacher: a district curriculum and research specialist. His job is to keep abreast of all research into new methods and content in his subject area and transfer it from the field to the local school. He works with a senior teacher to devise pilot projects to test new ideas. "He's the key to self-renewal of the curriculum," says Bruce Caldwell, director of secondary

education and former principal at Oak Avenue. Must have doctorate or equivalent. Teaching time is about 25% of that of the staff teacher. Salary for 12 months' employment: $15,500-$25,000. (Top of range exceeds superintendent's salary.) No tenure (although master teachers and senior teachers retain tenure as staff teachers). Only one master teacher had been appointed by the spring of 1970 because of limited funds.

Senior Teacher: responsible for the overall course content in his subject area at his school and for the application of innovations to the classroom. Hires and evaluates paraprofessionals and assigns student teachers in his discipline. As a member of his school's Academic Senate, he shares with the principal the selection and evaluation of his colleagues in his subject area. In a team teaching situation, he is the team leader. "The senior teacher is an acknowledged master practitioner, a learning engineer, a skilled diagnostician of the learning process," says Rand. "He is the teacher's teacher." Academic requirement: Master's or equivalent. Spends about half his time in the classroom. Salary: $14,000-$17,500 (top of the range exceeds some principals' salaries). No tenure.

Staff Teacher: full-time classroom teacher, comprising the bulk of the faculty. Must be effective in small, medium, and large group instruction. Minimum requirement: B.A. Salary range: $7,600-$11,000 for a nine-month year. Tenured.

Associate Teacher: a student or probationary teacher, or teaching intern. (Temple City cooperates with California State College at Los Angeles in its student teacher program.) Salary range: $6,500-$9,000. "Deployed wherever there is no need for advanced expertise or experience in the subject area or skill level under instruction," says an explanatory pamphlet put out by the Temple City Unified School District.

Auxiliary support personnel include instructional aides (three categories) and clerks. The aides work with students and teachers in resource centers, learning laboratories, and libraries. Rand says a survey showed that a third of the teachers' time was taken up in supervising study and other nonteaching tasks, "a terrible waste." The only way to end it, he says, was to do away with the self-contained classroom, introduce flexible scheduling, and provide resource centers where students could do their supervised study under the observation of a competent paraprofessional.

Teachers aren't evaluated by administrators at Temple City. Instead there is a constant process of two-way evaluation: master and senior teachers evaluating staff and associate teachers and vice versa. If, at the annual evaluation, the staff teachers want to replace the senior and master teachers, they may do so. "I have no tenure--my tenure is based on my performance," said senior teacher Al Shuey. Bill Schmidt, senior teacher in math at Oak Avenue and president of the Temple City Teachers Assn., calls the evaluation "a positive sort of thing. It's not the principal coming in twice a year and filling out forms, scaring kids half to death, and getting the teacher all uptight. It's evaluation every day."

Dean Berry, senior teacher in social studies at Oak Avenue, believes that "colleague evaluation" beats the traditional administrative evaluation

of teachers. Teachers, he says, are more willing to accept criticism from their peers, although staff teachers at first resented unannounced visits from senior teachers. "Teachers are finally accepting the fact that we are going to drop in on them from time to time," said Berry.

The principal is a far cry from the garden-variety principal of the average American school. He bears the title of principal partly because most state laws require that there be a principal at each school and that he have legal accountability. But he is "more social manager than petty administrator," as the Temple City handbook puts it. The school has a "manager" (non-certified) who reconciles the budget, orders supplies and equipment, schedules the buses, runs the cafeteria, et al. This leaves the principal free to be a principal, Temple City-style, i.e., an educational leader. He chairs his school's Academic Senate, but has only one vote. He is, in Caldwell's words, "charged with the responsibility of institutional leadership as a generalist. He is responsible for coordinating the school schedule, the use of facilities, and the deployment of resources. He is expected to provide input in the areas of group dynamics, learning behavior, and human relations. He must be somewhat expert in identifying problems and proposing solutions. He remains a catalyst and a leader, a proposer rather than a reactor. His power lies in his persuasiveness and ability, as opposed to his position in the district hierarchy." And, it should be added, the principal teaches. In fact, all the administrators teach. The project director teaches family life courses. The superintendent teaches a senior course in "Problems in American Education" once a week.

When Robert E. Lundgren applied for the job as Oak Avenue principal, he was interviewed by a committee comprising a half-dozen or so teachers, two administrators, two parents, and two high school students. Each member of the committee had a vote, and the committee's recommendation was accepted by the superintendent and ratified by the board. "It was a fascinating interview," Lundgren recalls. "It was highly structured. There were 15 questions designed to find out if you knew what you were talking about so far as this kind of program was concerned." Lundgren says three other administrators have been chosen the same way. The process, he adds, grew out of a faculty recommendation to which Rand agreed. "The idea seems to be: If you're going to have a democratic program and you aren't just playing games, you'd better select your administrators democratically."

The decision-making vehicle at the school level is the Academic Senate. It is a five-member body--four senior teachers and the principal as chairman

Refining the Decision-Making Process

The Academic Senate decides just about everything that goes on at Oak Avenue School. It prepares operating budgets and submits them to the superintendent. It recommends employment. "It is highly unlikely," said former principal Bruce Caldwell, "that any idea will come into the Senate in one form and emerge in the same form. One of the functions of the Senate is to refine the decision-making process."

(without veto power). If a school has fewer than four senior teachers, the staff teachers elect one or more of their number to make up the difference. "We make every imaginable kind of decision affecting the school and its policies," explains Schmidt. "Everything from when we test to what the EH (educationally handicapped) program is going to be. There isn't a thing that we don't decide, and the principal has but one vote. He has no final kind of authority. When you have to make decisions, you find you've bought something. You have a thing called accountability. When you make decisions and somebody says you're 'way out,' you can't say, 'the principal did it.' We made a decision several weeks ago to reprimand a teacher whose behavior we didn't like. Believe me, the teacher let us know in writing that he didn't like it. Five of us took the blast and returned it, so to speak."

How does it look from where the principal sits? Says former principal Caldwell: "It's a real pleasure to send a bulletin to the staff from the Academic Senate as opposed to one coming from the principal, whether it's punitive or congratulatory. The staff is much more willing to accept opinions of its peers than those of a leader who is in many ways an external agent."

Comparable decision making on the district level is vested in the Academic Coordinating Council--six master teachers (when all slots are filled) and the superintendent as chairman--the latter again with one vote and no veto. Appeals from the decisions of either body may be taken to the 15-member district steering committee--the original body which developed the whole program (and one, incidentally, on which teachers have a comfortable majority).

How well does the program work? Education U.S.A. interviews with teachers, students, and administrators revealed broad support for it. Teachers like the "chance to grow." Said Bob Reinertson, a staff teacher in science at Oak Avenue: "There's nothing worse for a teacher than to grow for a dozen years, and then where do you go? You just go on doing the same thing the rest of your life."

Teachers also like to be involved in decision making. "It starts at the team level," says Schmidt. "I work with a team of math teachers and, believe me, they're involved in making decisions. Once I prepared a form to go home to parents, to report what had happened in the first three weeks of school. But I goofed: I showed it only to four of the five teachers. One of them came to me and said, 'I understand this is being put out by the math department but I haven't seen it, Bill. What's the game?' I said, 'I'm sorry--I goofed. You should have seen it. It's been mimeographed, but if you have a correction, we'll throw the paper away.' Her part in making that form meaningful was more important than the ream of paper. As it turned out, she was just uptight because she wasn't asked. The form was all right. But she had a right to be concerned."

Al Shuey, the union president, offered this comment: "I hear an administrator say, 'I always involve my teachers in the decision making.' But that implies that he's free not to. This system mandates it. The administrator in this system sits like the chairman of the board. He administers the policies of the board and has a vote on them. But he can't go out and follow the dictates of his conscience alone. He interprets the decisions of

the Academic Senate. He still has public respect as an administrator and students look up to him as an administrator. The only thing that has been taken from him is arbitrary power. It's participatory democracy, put into effect by the establishment."

Teachers are enjoying the chance to share ideas. One put it: "Every teacher has strengths, and we capitalize on them. One teacher can write units on things like the Civil War. I might write well on government. Three years ago each of us developed a unit, but we didn't share. Each of us was thinking, 'I want my kids to think I'm great.' But now there's pride in sharing a unit."

It was also clear from the interviews that teachers more readily accept the decisions and judgment of the senior teacher, rather than an administrator, because they know the former is one of them, teaching the same kinds of students they teach. Also, when they see the senior teacher experimenting with some new tool or technique--perhaps a videotape recorder--they may soon want to try it out themselves.

How does a superintendent feel as he watches his power erode away? For Rand the answer seems to be: Not too bad, really. He recalls the dismissal of a teacher several years ago and how that made him realize "the hypocrisy of me, a generalist, putting the stamp on the specialist. It was the old autocratic system. It was playing God."

"I thought I had a big love affair with my staff," he said, "until I created the conditions whereby they could let their hair down and tell me what they really thought. I was treating them as if ours were a parent-child relationship." Rand says it's the kind of program in which "the superintendent works himself out of a job," because "when you release your staff's creative intellectual capacity, you always come out with better decisions than when they come from the inner sanctum."

He says that, legally, he has walked in a "twilight zone," since the law stipulates, for instance, that 55% of the budget must go for professionals. But if the paraprofessionals are to be paid, the law has to be violated.

Rand says the program has run up about $200,000 in excess costs (in a $4½ million budget). "It gradually tapers off until we come out even again," he says. "We can show at the end of four or five years that this is much more efficient and at no extra cost. But in the transition we must buy paraprofessionals, librarians, and so on."

Thus the program has been a gamble for the school board, too, in what Rand characterizes as an ultraconservative community. In the one opportunity citizens have had to pass muster on the innovations taking place in the schools, they gave approval. It was a tax-override election held recently, which carried by a narrow vote of 1,602 to 1,598. There has been a losing trend in such elections statewide, and so the Temple City vote seems to the school people to be significant.

Not all of Temple City's educators approve the DS idea. There is resistance to it, for example, at Emperor School (K-6), which is otherwise

highly innovative but shies away from differentiated staffing. "We're not sure it fits in a small situation where there are two teachers in a department," said Prin. Palmer Albers. "We're more concerned with improvement of curriculum. Differentiated staffing may not fit at all here."

Within the staff of Oak Avenue School itself, some minor criticisms were heard. For example:

- A veteran teacher: "I'm not really sure it offers anything to the teacher. I don't see my work load decreased, if that was what it was supposed to do. I'm still having to find my own material... working out my own program with the help of other teachers (at his grade level). My conception of differentiated staffing is that the senior teacher is the exemplary teacher. He goes and gathers new materials and new ways to teach the subject and comes back and feeds them to me. I think the idea is probably good, but implementing it is another thing. In my department this year there has been no guidance. The senior teacher is aware of that. He's admitted it. Last year, we had a senior teacher who was very innovative. I didn't agree with all his ideas, but he got me going. He started me on ways of teaching that I never used before."

- A librarian: "I don't think there are any undue resentments. We did enough yakking around before it started."

- A music teacher: "There are times when I want a decision now and I can't get it from the Academic Senate. Maybe one member of the Senate doesn't want to act until he consults the others. And a lot of minor things are being taken to the Senate that don't need to be taken."

- An instructional aide: "I think the teachers are pretty well satisfied with the whole thing. There's not the usual fear of being criticized, and there's no fear of evaluation."

- A physical education teacher: "If there are capable people to fill the higher jobs, I think it would be worthwhile, but I haven't seen it yet."

If some of the teachers still have minor reservations, the students have few if any. They like the newfound freedom given them by flexible scheduling (about 40% of their time is unscheduled). Because of differentiated staffing, they retain topnotch teachers who otherwise might be lost to administration. And they feel an excitement in the air--the excitement of experimentation and innovation. "This," said a student, "is a more interesting way to go to school."

PROFILE NO. 2: TROUBLE AT CHERRY CREEK

Cherry Creek School District spreads across 114 square miles of Colorado's Arapahoe County, in the southeast corner of the metropolitan Denver area.

It is a suburban district, serving all or part of the incorporated areas of Cherry Hills Village, Greenwood Village, Glendale, Englewood, and Aurora, plus many new unincorporated residential developments. Cherry Creek District is predominantly white, predominantly middle- to upper middle-class, predominantly affluent. (A sizable segment of its lately acquired population consists of former Denver families moving out to escape a controversial school integration program.)

The district serves some 7,000 children in 12 schools--nine elementary (K-6), two junior highs (7-9), and a senior high school (10-12). Several of the schools are quite new and strikingly modern.

Cherry Creek has grown very fast, but it has never had double sessions. It proclaims with pride that its per-pupil expenditures are among the highest in the state. Its teacher salary schedule is roughly on a par with that of Denver.

Supt. Edward C. Pino came to Cherry Creek in 1965 and shortly afterwards introduced differentiated staffing. At that point Cherry Creek ceased being tranquil. Differentiated staffing--notwithstanding Pino's publicly proclaimed desire to find ways "to pay worthy teachers more than they ever dreamed of making"--set off a controversy that has split the district's faculty deeply.

In 1967, as part of their negotiations package, the school board and the professional salary committee of the Cherry Creek Teachers Association (CCTA) agreed to undertake a study of differentiated staffing. The agreement, according to an official brochure, cited "the fact that, as in all other employee groups, professional educators also perform their tasks within a framework of roles as yet only barely formally differentiated." The agreement stipulated that the study would have at least two objectives: "(1) provide for different salary schedules for staff members assigned and satisfactorily performing differing responsibilities and/or work loads, and (2) provide for accelerating overall increments for outstanding service, annual increments for satisfactory service, and withholding increments for unsatisfactory service."

The agreement also stipulated that the study would be undertaken by the superintendent, assisted by a committee, and recommendations deriving from it would be submitted to the school board.

A committee of six teachers, an administrator, and four laymen was appointed by Pino. It spent five months reviewing literature, studying other DS plans, and visiting districts that had differentiated staffing (including Temple City).

On March 19, 1969, the committee submitted its report to the superintendent. "In essence," says the official brochure, "the report stressed the importance of extensive involvement of parents and staff members in the im-

plementation of any differentiated staffing program and to this end recommended that a task force for this purpose be established. Thrust of the report can perhaps best be summarized and characterized in the following quotation appearing on page 4 of the report: 'The Committee is convinced that any major change in the teacher system (such as the adoption of a differentiated role/pay concept) will only be successful if it is exhaustively explored, planned, and recommended by a task force similar in structure to that recommended above. In other words, in order to conceive and implement a major change in policy of the type under consideration, total involvement of all segments of the educational community--staff, administration, the Board of Education, and patrons--is not merely desirable, but essential.'"

The brochure continues: "The Superintendent received and fully endorsed the thrust of the Differentiated Staff Study Committee Report. (Emphasis added by the author of the brochure.) In order to more fully guarantee the accomplishment of the greater involvement called for in the report, however, the superintendent on April 14, 1969, appointed 12 task forces (one per school building unit) and charged each staff task force with the responsibility of developing its own plan of differentiated staffing."

This is where the controversy began. Pino says he appointed 12 task forces instead of one so that each school could decide its own course. "I believe program improvement comes as a function of divergence rather than convergence," he explains. The CCTA says Pino was impatient to get started on differentiation and feared the project would bog down because of resistance by some schools and the inability of a large task force to gain accord among all 12 of them. Pino answers: "I can understand their uneasiness. They saw an erosion of the CCTA's power. The CCTA was suddenly becoming 12 organizations instead of one, and it felt that it had to fight this thing in order to remain the sole bargaining agent for the teachers."

As it turned out, only two schools--Walnut Hills Elementary and Eastridge Elementary--chose differentiation. Walnut Hills was the newer school. In fact, it was still being built as the plans for differentiation went forward. When it opened in September 1969, it opened as a differentiated school, housed in a modern open-space building with three large self-contained "learning centers." Each center serves 125 to 150 students. Instead of tucking the library away, Walnut Hills blends it into an open-space "educational mall" filled with learning materials, which in turn blends into the three learning centers. And around the peripheries of the learning centers are still more books and learning materials.

The Walnut Hills program spreads across the whole innovative spectrum. It embraces individualized instruction, team teaching, nongrading, 50% independent study or one-to-one tutoring, and variable scheduling, plus, of course, differentiated staffing. The school's descriptive brochure says Walnut Hills "represents one of the first (if not the first) genuine attempts in the nation to blend the best features of all of these strategies into a single, comprehensive, and integrated total system." Walnut Hills calls it a "total system approach."

Each of the three learning centers houses a multi-aged "family." The "red family" comprises 5-, 6-, and 7-year-olds, the "white family" 7-, 8-, and

9-year-olds and the "blue family" 9-, 10-, and 11-year-olds. (The overlapping of ages, is, of course, a built-in characteristic of nongrading.)

Each learning center is manned by a team that consists of a team leader (with tenure as a teacher but not as a leader), three certificated teachers (senior resident, junior resident, and apprentice), a full-time paid intern (fifth-year education student) from Colorado State College at Greeley, a part-time instructional assistant (undergraduate education major) from the U. of Colorado at Boulder, a part-time student teacher, a part-time teacher aide, senior and junior high school assistants, and parent assistants. The high school programs are known by two sets of initials--MAL and SAT. The alphabetese stands for Mutually Aided Learning and Students Assisting Teachers. MAT brings in young people interested in educational careers. SAT provides tutorial services of teen-agers who themselves have problems and, it is hoped, can help themselves by helping younger children.

The individualization of instruction at Walnut Hills is built around a "diagnosis-prescription-treatment" philosophy, characterized by Marie Conlon, Walnut Hills resource teacher-librarian and president-elect of the CCTA, in these words: "We try to take every child and give him an individual program geared to him. For instance, we diagnose the things he doesn't know in the math continuum. We prescribe a learning program. Then we progress him along as rapidly as possible or as slowly as necessary." The program is explained a bit more formally by the district as follows:

- Diagnosis of student requirements is done by all teachers and is an attempt to systematically analyze and determine the next steps in pupil learning.

- Prescription or interpretation of the diagnosis findings is individually developed and tailored to the requirements of each learner. These are of both short-term (one day) and long-term (two weeks) duration, depending upon the diagnosis.

- Contracting--Prescriptions are implemented by means of the execution of learning contracts. These contracts--oral and written--are developed cooperatively by all team members, cleared through the team leader, and executed by the parent, student, and the team. The contract can be amended at any time by those contracting. The contract not only serves as the road map to instructional strategies to be used but also is used as the method of reporting to parents and the official records of the students.

- Treatment--Very simply, the treatment includes the actual instructional strategies employed by the team and implemented by the learning contract. Treatment includes self-instruction, tutorial, independent study, small, medium, and large group instruction. The kind and size of group activity are usually decided on the basis of several criteria including: performance or achievement, requirements, interests, learning style, and concepts.

- Assessment of each student is then made on the basis of clearly defined behavioral objectives specified in the learning contract and

demonstrated in past test performance. These performance results become part of a new diagnosis, prescription, contract-treatment-assessment cycle.

The three team leaders at Walnut Hills at the time of the Education U.S.A. visit were Mrs. Karen Wood, "red family"; Mrs. Nancy Day, "white family"; and Bryan Dunn, "blue family." Dunn, 27, with an A.B. from Utah State U., an M.A. from the U. of Rochester, and a year of experience in the Salt Lake City Schools, was making $9,500. This was $2,003 above what his step on the salary schedule would have been. Mrs. Wood, 27, with an A.B. from Colorado State and 3½ years of experience, was making $8,500. (At her step on the salary schedule, she would have been making $7,200.) Mrs. Day, 28, with a B.S. from Ohio U., a master's from Michigan State, three years' experience in Ohio and Connecticut and two more at Belleview School in Cherry Creek, was making $9,000. (She would be at $8,127 on the regular salary schedule.)

It is, of course, significant that all three team leaders at Walnut Hills are young. Generally speaking, differentiated staffing is opposed in Cherry Creek by the older teachers who are well up on the salary schedule. The DS pay differential benefits the younger teachers, but it is too small to do anything for older teachers, many of whom are already making more money than the team leaders. This stems largely from an edict handed down by Superintendent Pino when the DS program got under way: It wasn't to cost any more than a traditional program. Both differentiated schools--Walnut Hills and Eastridge--have faithfully complied. Indeed, Walnut Hills is able to show, in a chart incorporated into its official brochure, that differentiated staffing costs the taxpayers $39,017 less per year (as of 1969-70) than would a conventional program. (See chart on page 21.) Yet it has a larger staff. One reason for this seeming incongruity is that Walnut Hills uses more paraprofessionals and fewer professionals than would a conventional school. Also the team leaders--partly because of their youth--are paid far less than their counterparts, the senior teachers in Temple City.

Interestingly, both of the other DS programs described in this report--Temple City and Kansas City, Mo.--have proved to be costlier, at least initially, than conventional programs. Eugene Wolkey, principal of Mary Harmon Weeks School in Kansas City, said: "When people say they can do better for less money, I'm leery."

Bryan Dunn says the Walnut Hills teams began organizing in early 1969 without team leaders. "Then the staff sat down and decided if it wanted differentiated staffing," he recounts. "From December 1968 to March 1969, we didn't want it. But the more we got into it, and the more people that were involved, the more we thought we needed it. Then, although it was now obvious that we needed a leader, the question was whether we wanted to pay him more for it. 'Whatever personnel design you want, you must come up with a plan that doesn't cost more money,' the superintendent said. So, instead of hiring a fifth teacher, we hired an aide and paid the team leader extra."

The team leader is held responsible for the teaching that goes on in his "learning module." He is in charge of planning new programs. And he does some of the teaching himself. "We all teach everything, but we have people who kind of specialize," said Dunn. His specialty is science. Karen Wood's is art.

Figure 1

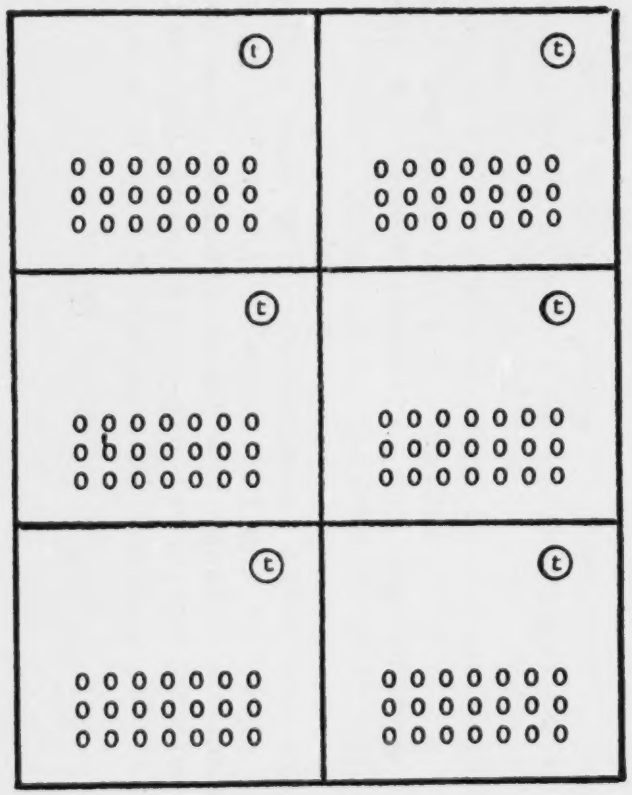
PERSONNEL DESIGN--WALNUT HILLS COMMUNITY ELEMENTARY SCHOOL

CHERRY CREEK SCHOOLS
Metropolitan Denver, Colorado

JULY, 1969

CONVENTIONAL

125-150 Students



Cost $8,119 x 6 = $48,714

TOTAL COST

$ 8,119 x 18 = $ 146,142

$ 8,119 x 3 = $ 24,357

Teachers Aides - 5,000

$ 175,499

COMMON SERVICES

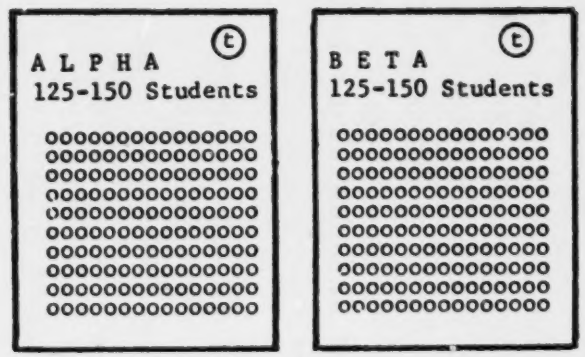
Full School

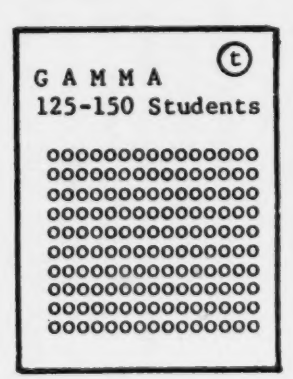
1 Resource Teacher	$ 8,119
1 Physical Ed. Teacher	8,119
1 Music Teacher	8,119
	$24,357

OVERALL COMPARISONS

	WH	Conventional
Personnel	$24\frac{3}{5}$	18
Cost	$ 136,482	$ 175,499

WALNUT HILLS





1 TEAM LEADER	$ 10,000
1 TEACHER	8,000
1 TEACHER	7,000
1 BEGINNING TEACHER	6,300
1 INTERN C.U. TYPE	1,500
1 INTERN C.S.C. TYPE	3,000
1 5-HR. TEACHER AIDE	1,575
1 UNPAID REGULAR STUDENT TEACHER	-0-
1 HIGH SCHOOL STUDENT	-0-
	$37,375

TOTAL COST

$ 37,375 x 3 = $ 112,125

$ 8,119 x 3 = 24,357

$ 136,482

The team leaders at Walnut Hills and Eastridge negotiated their salaries with their respective principals, Dave Mathias and Jim Eager, and the superintendent. Here again controversy developed. The CCTA reminded the superintendent that it was the sole and exclusive agent of the teachers. As such, it said, it should have negotiated the team leaders' salaries. A compromise finally was worked out with each building having the right to decide on its own program. Then, if it decided to differentiate both duties and pay, the pay would be negotiated by the CCTA.

Dunn says the team leaders work 10 or 11 hours a day and frequent weekends. "I get paid enough so that I try to do some extra things for the principal, like attending a night meeting if he can't make it," explains Dunn. "In Salt Lake City I quit every day at 4. I had no interest in my job. Here I feel like a professional. In Salt Lake City I felt like a kid. I had to sign in and sign out. I couldn't even pick my own textbooks."

Dunn says he took his M.A. in administration because he felt he couldn't afford to stay in the classroom very long. Under the DS plan he can practice his "true love" of teaching--and "the more of my own shots I can call, the better I like it."

At Walnut Hills, evaluation of the team leader is by the principal. Dunn says frankly: "Criticism of that point is valid. The problem is that we've had so many things to do, there has been no time to get around to this. The fact is, if my team wanted me to go, I'd go. Dave (Mathias) favors a system of teachers evaluating the team leader. He even feels that teachers should evaluate him."

The innovative program is too new for any significant measurement of its actual effect on children. But staff members say "the kids go home happy" ..."They have a feeling of pride and like having more than one adult working with them"..."We have to shoo some of the kids out at 5:30. And sometimes when we come back to school at night to do some work, children begin to gather."

The program at Eastridge Elementary is similar to that of Walnut Hills. But whereas it has four "learning centers" and thus four teams instead of three, only two of the four have a hierarchical differentiation. That is to say, two have team leaders with differentiated responsibilities and differentiated pay and two do not. The two that have it are the primary (1-2-3) teams. The two that do not are intermediate (4-5-6). And these two, says Principal Eager, "have sort of fused together." They even show in the school's official table of organization as a single intermediate team, twice as large as each of the other two. Since Pino left it to each school to decide its own course, this partial acceptance and partial rejection of differentiation was obviously by faculty choice. Whether Pino and Eager (who shares the superintendent's enthusiasm for differentiation) can ever sell it to the rest of the Eastridge faculty remains to be seen.

Eager says Eastridge "started with the same design as Walnut Hills," but ultimately it will "go another route"--leadership in disciplines rather than of learning centers. Under the former concept, one person would be charged with responsibility for developing curriculum and evaluating program in communications skills, another in science and math, etc. "We're in transition,"

said Eager. He explained that he disagreed with the Walnut Hills hierarchy because "you're asking the team leader to do what we used to ask of each teacher: Be God. Be all things to all children." Eager said the proposed new Eastridge approach to differentiation provides "linkage" and "solidifies the K-6 program."

Eager strongly favors differentiated staffing. "I think it's a necessity for individualization of instruction," he said. "I think differentiated staffing should be peer-regulated, and it should be through defined roles and responsibilities. I think some teachers have definite strengths we can capitalize on. There are good teachers who only want to put in a day's teaching. There should be a place for them. Others want to spend hours working on curriculum and methodology above and beyond their teaching assignments. They should be paid accordingly." Eager thinks that if the threat of a new staffing pattern could be removed from personal factors and looked at from the standpoint of offering a career, more teachers would buy it.

Eager's reasoning, however, doesn't quite explain all the opposition to differentiated staffing that prevails in Cherry Creek. At Greenwood Elementary School, for example, there is a program called "differentiated staffing," but the staff appears lukewarm about it.

The "Greenwood Plan" works like this: There are two teams--Team I for the primary grades, Team II for intermediate. Each has a team leader or "coordinator," three level chairmen (for each grade level) and several teachers, plus aides, student teachers, students, etc. (See page 24.) The school's brochure says this plan "provides for a total staff concept in that each teacher and adult is important to the total learning process in our school.... It is the vehicle for better articulation between teachers, principal, and district supporting services."

Where Greenwood emphatically parts company with Walnut Hills and Eastridge is on the point of differentiated pay. Greenwood doesn't believe in it. Prin. Richard J. Morton explains that his is a more mature staff than Walnut Hills', higher on the salary schedule, and so Greenwood offers released time rather than differentiated pay to leaders.

Greenwood teachers, interviewed by Education U.S.A., made these comments:

- "It's taken us years to have a single salary schedule. No discrimination because of sex or the fact that a teacher is an elementary or secondary teacher. I feel that DS is threatening the whole structure. It's not above board. And nobody has defined a master teacher or team leader."

- "The team leaders at Walnut Hills are making more than some of our teachers who are more experienced. Here we would have to pick among our good teachers to select team leaders (with differentiated pay). It would divide our staff. It would be an unhealthy thing for us. Maybe you can do it when you are setting up a new school...."

- "It would lead to favoritism. A teacher might know that if he did things a certain way, he would get more money. But that might not

Differentiated Staffing Plan for Total Staff Concept

GREENWOOD SCHOOL

Primary Team I	Intermediate Team II
Elementary Principal	
Team Leader (Coordinator)	Team Leader (Coordinator)
Level Chairmen	Level Chairmen
Teachers	Teachers
Four-hour Teacher Aide	K-6 Teacher Aide
K-6 Teacher Aide	Physical Education Teacher
Physical Education Teacher	Music Teacher
Music Teacher	Librarian and Media Resource Teacher
Librarian and Media Resource Teacher	Speech Teacher
Speech Teacher	Student Teachers
Student Teachers	Metro Tutors
Metro Tutors	MAL Math Coordinator
MAL Math Coordinator	MAL Students
MAL Students	SAT Students
SAT Students	

Common Services

Librarian and Media Resource Teacher
Music Teacher
Physical Education Teacher
Noontime Playground Aides
Student Teachers
Lay Parents--Individual and Groups
Noontime Lunchroom Aides

be the right way. At Walnut Hills a team leader can be paid more because they're using aides and mothers to teach. Yet they're using people who are not certified. If anybody can teach, you've hurt the certified teacher."

- "If I'm on top of the salary schedule and the team leader comes along, am I supposed to drop back so she can have a higher salary? All these questions remain to be answered. And the role of the team leader is not yet defined."

- "The team leader doesn't have much time to lead. How do you get released time in an elementary school?"

- "Some of us feel that the district as a whole is not working together as it did. Perhaps it's because each school is so autonomous."

- "We've been told that nothing matters if it's not new and exciting. The old way is sloughed off as no good. Differentiated pay began very quietly, without the teachers' knowledge. It started as a study...."

At East Junior High, there is no differentiated staffing and the staff is divided over the idea. Prin. Jack Wishmier likes it. "I see it coming," he said, "because I think good teachers have seen the light. Why should a person doing a 40% job be paid as much as one doing 110%? I'm seeing some teachers who have been against merit pay all these years who now think that maybe we need to go that way (toward differentiated staffing). I foresee us moving into differentiated staffing, but not as rapidly as at the elementary level."

At the senior high school there was strong opposition to the idea of differentiated staffing and to the methods used by the superintendent. Prin. Jack Armistead admitted, in fact, that his staff was more "militant" than that of any other school in Cherry Creek. "I'm sure this faculty will never establish a task force," he said. "They're distrustful. There's a big credibility gap." Armistead conjectured that the existing DS programs at Walnut Hills and Eastridge "might quickly disappear," if Pino were to leave.

Bill Cox, a math teacher at the high school, who served on the original district study committee, believes Temple City's differentiated staffing plan is simply superior to Cherry Creek's. "They see it as a way of involving the teacher in decision making," he said. "The principal guides the ship. Here the principal still has the final voice. They were smarter in Temple City than we were. They set down just what the administration had to come through with. And the whole philosophy there is that the teacher is king and everybody teaches, even the superintendent and principals. Their program is educationally oriented. Ours is economically oriented."

Pino, not unaware of the opposition, says that if DS becomes so controversial "as to destroy the thrust of good education" and "if the staff gets all hung up," he will try to terminate the program. He admits that it is being sold on two premises that "the teachers don't buy--economy and a way to pay a few teachers more money. We are convinced the present model (of differentiated staffing) is not good...that there are better ones. But it's a bit better than nothing at all," he says candidly.

PROFILE NO. 3: NEW SCHOOLS FOR THE CENTRAL CITY

Kansas City, Mo., has gone the way of many U.S. cities. Whites have fled to the suburbs. Blacks have moved in. The Kansas City School District (110 schools; 73,000 students) is now 47% black.

In September 1968, in the heart of the central city and not far from where a riot took place the previous year, two new schools opened. Their names: Mary Harmon Weeks Elementary School and Martin Luther King Junior High School (the former named for a 19th century Kansas City teacher and PTA leader). They sit side by side and, in fact, look like a single school joined by a breezeway. They are modern and handsome, with windowless walls and carpeted floors.

The neighborhood is all black. Its residents run pretty nearly the whole status gamut, from prosperous doctors and lawyers to families on relief. Many of the children, though by no means all, confronted the two new schools with the kinds of educational problems to be found in most inner-city schools: low reading achievement. Arithmetic skills not up to grade level. Much need of speech therapy.

There were staffing problems, too, that stemmed from the character of the neighborhood. It's hard to lure top-quality teachers to the central city unless some special career opportunity exists. It is particularly desirable to have men teachers in the elementary schools, but they are hard to come by. New teachers, often beset with problems they didn't bargain for, get discouraged their first year. They need help and supervision. Promising young teachers often spend a year in the inner or central city and then hurry to the suburbs.

Question before the school board and administration: What special step could be taken at Weeks Elementary and King Junior High to help meet these problems? The answer they came up with: differentiated staffing.

In April 1968 the school board appointed an advisory committee to develop such a plan for the two new schools. The committee numbered about 25 teachers, administrators, citizens, and college and university personnel. Roy Edelfelt of NCTEPS served as consultant. Dwight Allen was one of the experts who helped the committee.

The committee worked out a plan and took it back to the board, which approved it on May 2, 1968. Its overall objective was to "accomplish a better education for the boys and girls in these two schools." Its specific objectives, as set down by Acting Supt. Donald Hair and Prin. Eugene Wolkey of Weeks School, were to:

- Attract and hold talented teachers in central city schools through design of staff utilization and career patterns which enable the highly competent teacher to achieve professional status and salary commensurate with his abilities.

- Bring superior teacher talent to bear on the difficult problems of teaching the disadvantaged student.

- Provide teachers with the opportunity for continuous self-improvement through contact with other teachers and consultants and through immediate supervisory assistance at the school level.

- Provide for the professional staff a carefully prepared inservice and on-the-job educational program.

- Provide a realistic and productive means for the orientation and induction of beginning teachers.

It was agreed that the new plan would be given a two-year run. At the end of that period there would be a decision as to whether it should be (1) revised, (2) discontinued, or (3) extended to other schools in the district.

In the spring of 1969 word went out from the central office downtown to all schools in the district and nearby colleges that applications would be welcomed for places in the hierarchies being developed at Weeks and King. Superintendent Hair says Kansas City was "fortunate in being able to start fresh with two new staffs that were interviewed with differentiated staffing in mind. Teachers were involved with the program before it began."

During the summer there were workshops for the persons whose applications had been approved. At the same time the district mapped innovative programs for the two schools which would include team teaching, flexible scheduling, nongrading (for Weeks), and independent study.

When Weeks and King opened in September, they did so with about a thousand students each and a staffing pattern unlike anything Kansas City had ever seen. Reading from top to bottom, and excepting the administrative staffs, which are conventional, the hierarchy went like this:

Coordinating Instructor: teaches demonstration classes and does some scheduled teaching. Coordinates activities with a broad segment of the curriculum. Evaluates the total program from this segment of the curriculum and suggests a course of action. Supervises the ordering and distribution of supplies, materials, and equipment. Has responsibility in assessing community needs. Investigates and initiates curriculum innovation. Evaluates and selects new curricular materials. Is responsible to principal. Minimum of master's degree. Tenured as an instructor. Longer-than-usual work day (8 a.m. to 4:30 p.m.); 44 weeks per year. Salary: $12,892 to $15,983. "We took the regular salary structure as a base and built the coordinating and senior instructors beyond that," explains Hair. And Wolkey adds, "We tried to set the coordinating instructors somewhere near the principals." Weeks School has three coordinating instructors--one for administration, one for primary, and one for intermediate. King School has two--one for English, social studies, foreign languages, fine arts, and special education; the other for science, math, industrial arts, physical education, homemaking, business education, and health. It is generally agreed that there should be a third coordinating instructor at King, but a budget cut intervened.

Senior Instructor: serves as a team leader. Participates on the team as a full-time teacher. Is a member of the school's instructional council (which also includes principal and coordinating instructor). Diagnoses and

prescribes for the needs of the individual children in his team. Supervises training of student teachers. Exerts leadership in a subject field (in junior high). Plans and schedules daily and long-range activities, is responsible to the coordinating instructor. Minimum of a bachelor's degree. Longer-than-usual work day (8 a.m. to 4:30 p.m.). Work year: 40 weeks. Salary: $7,260 (minimum with an A.B.) to $14,316.50 (maximum with a doctorate), or about a 10% differential over the instructor's salary schedule. Tenured as an instructor.

Instructor: participates on team as a full-time teacher. Works with individuals and small groups in enrichment and developmental activities. Responsible for large-group presentations in his field of specialization. Takes part in innovational activities. Aids pupils in selecting adequate materials. Follows plans as scheduled. Is responsible to the senior instructor of his team. Minimum of a bachelor's degree. Regular workday (8 a.m. to 3:30 p.m.); 40 weeks per year. Salary: $6,600 (minimum with an A.B.) to $13,015 (maximum with a doctorate). Tenure.

Associate Instructor: part-time teacher (usually former teacher desiring only to work part-time). Participates in teaching as assigned by senior instructor. Uses plans and schedules developed by the team. Responsible to the senior instructor. A.B. degree. Works 5½-hour school day, 40 weeks per year. Salary: $3,960 to $5,064 (for master's or bachelor's plus 36). No tenure.

Student Teacher: college senior or graduate student involved in student teaching. Observes and teaches under direction of senior instructor. Nonsalaried.

Intern: serves full-time for a semester under direction of coordinating instructor, following course prescribed by college adviser. Salary: $2,000.

Teacher Aide: full-time or part-time. Does clerical duties as assigned by instructors. Supervises movement of children. Takes daily attendance. Prepares orders for instructional materials and supplies. Sets up and operates machines as required. Is responsible to coordinating instructor, senior instructor, and instructors as assigned. Requirement: high school diploma (some college work desirable). Salary: an hourly range from $2 to $2.25, depending upon extent of schooling.

Initial selection of teachers in the upper reaches of the hierarchy was made by committees of administrators. This elicited some teacher criticism. "I think," an officer of the Kansas City Education Assn. (KCEA) told Education U.S.A., "that the hiring practices for the upper level could be misused to put in downtown's favorites." ("Downtown" is the district administrative offices.) Ann McLaughlin, a coordinating instructor at King Junior High, observed later that it did not "seem fair to make me a coordinating instructor and not give me a choice of who would work with me." She said the school's other two coordinating instructors "share this opinion. If I had it to do over again," she said, "I would let the principal and the coordinating instructors build the staff."

By and large, though, decisions bearing on the instructional program are made by staff committees on which the principals have only one vote.

"This is true democracy in action," says Wolkey. "If there's a conflict--if a staff group can't arrive at a decision--I may make the decision. So the buck stops here in that sense. But the authoritarian structure is a thing of the past here. Professional people can do professional things when they are taught how to do them. People have to learn how to use authority. Teachers some places have never been allowed to use their expertise."

One of the most democratic aspects of the program is the evaluation of coordinating and senior instructors by staff committees rather than just by principals. Two senior instructors were replaced during the first year as a result of such evaluations. "We just believe there's one way to do it, and that is to have everybody involved all the time," says Wolkey.

Teachers made these comments in interviews with Education U.S.A.:

- "I like the system because I don't have to teach in areas in which I have limited competencies. It's a good plan."

- "I've never heard anybody complain about the differentiated staffing or differentiated pay...just about the pay in general. I think all of us want more of that stuff."

- "One thing we do appreciate is having the senior teacher as part of our team, involved in our planning. You get people who understand about your teaching and don't just read books about it."

- "The senior instructor and coordinating instructor are right there with instant and knowledgeable supervision because they work with kids themselves and know about them."

- "One advantage of our particular model is that we get a pretty good feedback from our colleagues as to whether we're doing the job. I am a coordinating instructor and find this to be a real advantage. I changed some of my schedule and some of my concepts of my work as a result of my evaluation."

Costs? At the time the program was submitted to the board in May 1968 Hair made some comparisons between the two differentiated schools and traditional schools with comparable enrollments. He concluded that Weeks would cost $18,087 more because of differentiation and King $17,698 more over the period of a year. In other words, very little difference. "And for that money," Hair said, "we are getting additional service: full-time specialists, for instance, in physical education, art, music, and counseling--services that we don't have full-time in a traditional school. We make it up financially by having fewer certificated people at Weeks and King and more paraprofessionals--associate instructors and teacher aides drawing lesser salaries."

In the long run, of course, differentiated staffing should rise or fall according to whether it produces better education for children. Achievement tests are given twice a year--in fall and spring. Three such tests had been given between the fall of 1968 when the two schools opened and the fall of 1969. No firm conclusions could be announced, but Eugene Wolkey said the

results looked promising. "Normally as Negro children get older, there's a loss in achievement," he said. "Ours either have held their own or advanced. Whether it's a Hawthorne effect or actually true achievement, we don't know. We feel that it will take three years of testing to show anything significant." Wolkey is convinced, though, that student attitudes have improved and consequently there are fewer discipline problems. "It doesn't mean that we don't have normal flareups. But you can look at these kids. Instead of the hangdog expressions you find in some central city schools, you see smiling, happy kids. I feel the staffing pattern has had something to do with it. Teachers can really come to know the children they work with."

Wolkey and his counterpart, Edwin R. Byrd, principal of King Junior High, often think alike on problems of educating young people in the central city. Byrd isn't sure, however, that there must be demonstrably improved performance on the part of children before differentiated staffing can be pronounced successful. "What if we don't find measurable growth?" he asked. "I don't think that's all there is to it. I think we're helping children in ways we can't measure. Better decision making, for instance. We also want to know if a child in the inner city can profit from such innovations as modular scheduling, which is used much more widely in the affluent areas. You take the kid in the inner city--everybody has made his decisions for him. Yet we hear teen-agers in this part of town saying, 'we want to be a part of things. We want to do things for ourselves.'"

Byrd characterized the Kansas City experiment as "trying to do something different in the middle of a traditional district." In the spring of 1969 a team of outside educators went to Kansas City at the district's invitation to evaluate the "different" program at the two new central city schools. Their report was generally favorable. Some of its specific findings:

"While many of the staff interviewed had no personal aspirations for movement within the structure, they did indicate that opportunities do exist and that this would be helpful in the recruitment of other staff.

"People in advanced positions indicated that the differentiated staffing structure was meeting their need for professional fulfillment.

"The teachers report that they are better able to treat the individual problems of pupils. The teachers are able to share the problems of a pupil within the team and have the team act jointly on the pupil's problems. The pupils report that they are learning a great deal more.

"Parents reported that their children are becoming more independent at home and appear to be more responsible individuals."

These and other similar findings have been encouraging. But Superintendent Hair knows that one evaluation doesn't prove much of anything. He is aware, too, that other educational innovations have shown initial promise, only to fade away. So he is making no premature claims for the DS programs at Weeks Elementary and King Junior High. He says: "The Kansas City project may fail, but we can always return to what was, if necessary. Not to have explored what should be, though, would have been inexcusable if we are to consider ourselves professionals."

Comparative Analysis Between Mary Harmon Weeks Elementary School And a Traditional Elementary School of Comparable Size

	WEEKS		TRADITIONAL
Administration			
Principal	$15,400		$14,350
Administrative Coordinator	12,155		9,340
Subtotal	$27,555		$23,690
Staff			
2 Coordinating Instructors	$24,310		--
7 Senior Instructors	64,449		--
11 Instructors	92,070	(31)	$259,470
4 Associate Instructors	15,600		--
4 Interns	16,000		--
8 Student Teachers	--		--
1 Vocal Music	8,370	(1/5)	1,674
1 Physical Education	8,370	(2/5)	3,348
1 Art	8,370	(1/6)	1,395
1 Speech and Reading	8,370	(2/5)	3,348
1 Librarian	8,370		8,370
1 Health Services Counselor	8,370	(1/10)	837
1 Professional Nurse	8,370		5,022
1 Instrumental Music	2,092		2,092
1 Administrative Secretary	4,000		4,000
1 Attendance Clerk	3,467		1,949
1 Library Clerk	3,353		--
8 Teachers' Aides	22,876		1,080
Subtotal	$306,807		$292,585
Total	$334,362		$316,275

Difference $18,087

Comparative Analysis Between Martin Luther King Junior High School And a Traditional Junior High School of Comparable Size

	KING		TRADITIONAL	
Administration:				
Principal	$15,400.00		$15,400.00	
Vice Principal	13,475.00		13,475.00	
Subtotal		$28,875.00		$28,875.00
Instruction:				
2 Coordinating Instructors	$ 24,310.00		--	
7 Senior Instructors @ $9,200	64,400.00		--	
31 Instructors (Including Librarian)	267,840.00	(48)	$410,130.00	
8 Associate Instructors	31,200.00		--	
2 Special Education Instructors	16,740.00		16,740.00	
Subtotal		$404,490.00		$426,870.00
Certificated Service:				
3 Interns	$12,000.00		--	
8 Teacher Aides	22,874.00		--	
2 Counselors	21,263.50	(2)	$21,263.50	
1 Nurse	8,370.00		8,370.00	
1 Home School Coordinator	8,370.00	(4/5)	6,696.00	
2 Accompanists	4,845.00		4,845.00	
Subtotal		$77,722.50		$41,174.50
Noncertificated:				
1 Library Clerk	$ 3,530.00		--	
3 Secretaries	11,680.00		$11,680.00	
1 Registrar	5,088.00		5,088.00	
1 Textbook Clerk	3,650.00		3,650.00	
Subtotal		$23,948.00		$20,418.00
Total		$535,035.50		$517,337.50
Difference			$17,698.00	

A SELECTED LIST OF DIFFERENTIATED STAFFING SCHOOLS

The following are some of the schools and/or school systems that already have or are contemplating differentiated staffing. Included are a thumbnail description of each program and the names of persons to contact for further information. The schools are listed in the alphabetical order of the states in which they are located.

Mesa Public Schools

809 W. Main, Mesa, Ariz. 85201
Phone (602) 962-7102
Contact: Fenwick English

The "Arizona-Mesa Differentiated Staffing Consortium" is described in an EPDA proposal to USOE as "a bold attempt to develop a model of differentiated staffing based upon identified, specified, and validated learner needs, rather than developing an organizational model solely based upon professional needs. Furthermore, the key components of the models to be developed will relate the school structure and the roles of personnel to a degree of remuneration based upon the realization of specific learner needs. This approach calls for teaching skills heretofore considered nice but 'not necessary,' such as the precise formulation of learning behaviors, the ability to develop units of instruction with colleagues, and the willingness and ability to analyze colleague contribution in the achievement of the group-designed units of instruction. A model of differentiation staffing utilizing these elements will be directly related to the learner and will be flexible and relevant. Closer board/staff relations will be another result."

Scottsdale Public Schools

3811 N. 44th St., Phoenix, Ariz. 85018
Phone (602) 959-3500,
Contact: Richard M. Fawley

District plans differentiated staffing for a new school, Pueblo Elementary School, to open about January 1971. It will be organized around a program of diagnostic-prescriptive teaching and flexible grouping designed to meet individual differences. There will be four instructional teams: primary (1-2), intermediate (3-4), upper (5-6), and junior high (7-8). There also will be a supporting staff of special instructors in art, music, home economics, industrial arts, physical education, and library. Each team will be composed of one leader (certificated), three instructional managers (certificated), two instructional assistants (noncertificated), and two instructional aides from the community (noncertificated). The work of the four instructional teams will be coordinated by four cluster leaders. Each will have a specific subject area responsibility plus instructional responsibilities (40%) in addition to curriculum, research, and administration. One will be designated as senior cluster leader, or principal. He will have overall responsibility for the school plus instructional responsibilities in the program. Routine administrative duties will be handled by an office director.

Cerritos Elementary School

ABC Unified School District
17923 Pioneer Blvd., Artesia, Calif. 90701
Phone (213) 860-3311
Contact: Charles C. Vernon, Assistant Superintendent for Educational Services

Cerritos School has a pilot program of differentiated staffing, with designations for curriculum-resource coordinators, team chairmen, senior or experienced teachers, beginning teachers, intern teachers, and various levels of paraprofessionals. There are three organizational structures--kindergarten level, first grade, and grades 2 through 6.

Marin County Schools

201 Tamal Vista Blvd., Corte Madera, Calif. 94925
Phone (415) 924-9500
Contact: Hollis H. Moore, Director, Marin EPDA Staff Differentiation Project

EPDA funding was sought for differentiated staffing in two pilot schools --Mill Valley Middle School (grades 6-8) and Tomales High School (7-12)-- for the 1970-71 school year. The Tomales model contemplates a wide range of personnel and new roles in "Career Development," a curriculum program which integrates vocational and academic subject matter. Learning activity packages are to be utilized to provide for a continuous progress-appropriate placement individualized instructional program. The Mill Valley Middle School staffing model proposes four separate schools-within-a-school, with teacher coordinators, instructional and curriculum specialists, support personnel, a multimedia resource center, a faculty council, and an advisory council with parent, teacher, administrator, and student representatives. Emphasis is being placed on interdisciplinary instructional teams to provide for more individualized and personalized instruction, with concurrent faculty planning and development time being incorporated within the school schedule.

Fallbrook Union High School District

P.O. Box 368, Fallbrook, Calif. 92028
Phone (714) 728-1161
Contact: James C. McDonald, Superintendent

Differentiation built around six area or division chairmen who have responsibilities for curriculum development over a broad segment of the school program. The areas are: English, social studies, humanities, vocational, science-math, and student activities and physical education. "The area or division concept of curriculum organization," says a district statement, "tends to support the position that knowledge must be viewed as a totality and not as a series of disjointed learnings emanating from highly specialized disciplines." Differentiated pay for division chairmen runs from $500 to $750. Chairmen are also assigned a released period in some cases.

Fountain Valley School District

No. 1 Lighthouse Lane, Fountain Valley, Calif. 92708
Phone (714) 842-6651
Contact: Mrs. Patricia Clark, Administrative Assistant

Fountain Valley is a southern California bedroom district with 12 schools. Each school has a primary (K-3), middle (3-5), and upper (5-8) learning center, which is a core or resource room around which are clustered six or eight classrooms.

The teachers in those classrooms form a teaching team led by a coordinating teacher, who is at the head of the differentiated staffing hierarchy. He does not have students directly assigned to him but rather fulfills the primary task of providing leadership for the teachers in his team. He is involved with learner diagnosis, selection of appropriate learning materials, and cooperative student evaluation. His activities may take place within an individual classroom or in the learning center. The bulk of his time is spent in direct or indirect instruction with individuals or small or large groups of pupils. He is selected by a committee composed of both teachers and administrators.

Another specialist is the learning analyst, a psychologist with a psychometric or counseling background. He works with the classroom teacher, coordinating teacher, principal, and other special teachers. He conducts testing, placement, and referrals for the retarded, educationally handicapped, and talented. He does research and develops ideas for curriculum. He field tests materials and evaluation instruments and performs other similar duties.

Each learning center and its team has a teacher aide who assists in a noninstructional capacity. His function is to free teachers to teach.

Also working in noninstructional areas are teacher assistants from the U. of Southern California, who complete student teaching requirements during a 12-month program. Likewise "work-study" college students and "work-experience" high school students give noninstructional assistance. Additional assistance comes through a community action program in which more than 1,000 parent aides work as volunteers in service capacities once a week for four hours.

Temple City Unified School District

9516 E. Longden Ave., Temple City, Calif. 91780
Phone (213) 285-2111
Contact: M. John Rand, Superintendent

See Profile #1.

Cherry Creek Schools

4700 South Yosemite St., Englewood, Colo. 80110
Phone (303) 771-1184
Contact: Edward C. Pino, Superintendent

See Profile #2.

Greenwich Public Schools

P.O. Box 292, Greenwich, Conn. 06830
Phone (203) 869-9400
Contact: George F. Markscheffel

Differentiated staffing in the Greenwich Public Schools takes many different forms, with no one overall pattern developed for systemwide use. Full-time and part-time teachers and full-time noncertified instructional aides work with groups of youngsters previously taught only by full-time teachers. Team leaders and senior teachers team up with regular teachers and noncertified instructional aides to work with large groups of youngsters. Teaching assistant principals and teacher leaders, two or three in number per junior high school, have replaced a single assistant principal in an effort to increase and improve the rapport between teachers and administrators. Teaching house masters, each responsible for a school-within-a-school of approximately 600 pupils, perform a similar function in a large high school. And throughout the schools, formal and informal citizen volunteer programs work to supplement a staffing program which has a growing diversity.

The senior teachers receive their basic salary plus $400; the team leaders, teacher leaders, and teaching assistant principals receive their basic salary plus $700.

Florida State Dept. of Education

374 Knott Bldg., Tallahassee, Fla. 32304
Phone (904) 599-5712
Contact: Marshall L. Frinks, Bureau of Curriculum and Instruction,
Division of Elementary and Secondary Education

Florida has a sizable state-federal program under way to determine the feasibility of differentiated staffing and to test different patterns of DS. The program involves a network of pilot projects in three diverse school districts--Dade County (Miami) in the southeast, Leon County (Tallahassee) in the north, Sarasota County (Sarasota) on the west coast.

The only program of statewide scope in the United States, it grew out of a 1968 special session when the legislature directed the state department of education to develop and operate model projects of flexible staff organization.

The program has six phases:

- Planning phase--February 1969 to June 1969.
- Development and organization analysis phase--July 1969 to June 1970.
- Program and staging phase--July 1970 to August 1970.
- Pilot development and personnel training, first academic year--September 1970 to August 1971.
- Model modification phase, second academic year--September 1971 to August 1972.
- Model evaluation phase, third academic year--September 1972 to August 1973.

Among the objectives of the Florida program are:

1. To develop a model for a state educational system which will mobilize its efforts towards total utilization of human and financial resources and achieve flexible staff utilization on a statewide basis.

2. To adhere to the process approach in developing diverse models of flexible staff utilization within the structure of the Florida network system.

3. To develop and distribute to each local district, and to others upon request, introductory and training materials deemed necessary to establish a better understanding of the concept of differentiated staffing.

4. To develop a variety of models for inservice education of teachers and administrators that reflect specified training necessary for assuming responsibilities in a differentiated staff organizational pattern.

Duval County School District

330 E. Bay St., Room 513 Court House, Jacksonville, Fla. 32202
Phone (904) 355-8871, Ext. 308-9
Contact: C. Hines Cronin

Differentiated staffing at one elementary school. Upper level is 5-6; intermediate is 3-4. Each level has two senior teachers, two experienced teachers, six teacher trainees, and four teacher aides.

The senior teachers are responsible for supervising the experienced teachers and training the teacher trainees and teacher aides, as well as teaching. They also participate in overall planning of the program. No differentiated pay as of this writing.

Downers Grove Public Schools

935 Maple Ave., Downers Grove, Ill. 60515
Phone (312) 968-5454
Contact: Wayne T. Guthrie, Director of Secondary Education

Two elementary schools (K-6) have no interior walls and are staffed by teams that include leaders, certified teachers, and interns. There are also secondary school social studies teams with comparable differentiation.

Montgomery County Public Schools

850 N. Washington St., Rockville, Md. 20850
Phone (301) 762-5000, Ext. 474
Contact: Marie DeCarlo, Area Director

This big suburban district near Washington, D.C., in its request for an EPDA grant, described a program which would start in 1970-71 with two already established elementary schools and a new one, then expand to a middle school, a junior high, and a senior high in 1971-72.

Three staffing levels were projected: associates, assistants, and interns in teacher education. Schools would design their own plans based on an assessment of student and community needs.

Amherst-Pelham Regional Schools

Chestnut St., Amherst, Mass. 01002
Phone (413) 549-3690
Contact: Ronald J. Fitzgerald, Superintendent

Differentiated staffing program instituted in September 1969 in two elementary schools, a junior high, and a senior high.

Weston Public Schools

89 Wellesley St., Weston, Mass. 02193
Phone (617) 899-0620
Contact: Philip Wood, Superintendent

Differentiated staffing in three elementary schools in this Boston suburb. Typical team for about 120 children: Team leader (approximately a $1,200 pay differential), four staff teachers, one teacher aide, one student teacher, and one assistant teacher.

Jackson Public Schools

290 W. Michigan Ave., Jackson, Mich. 49201
Phone (517) 782-8233, Ext. 58
Contact: Clarence Lacny

Differentiated staffing project under way to develop teams of building coordinators, curriculum specialists, staff teachers, intern teachers, and student tutors.

Wilson Campus School

Mankato State College, Mankato, Minn. 56001
Phone (507) 389-1122
Contact: Donald E. Glines, Director

Wilson Campus School, innovative arm of Mankato State College and the state educational system, houses students from nursery age through seniors under one roof in what amounts to one nongraded school without elementary, middle, or high school divisions. Students select and plan their own learning. There are no "courses" in the traditional concept of teacher-dominated classes. Students choose the consultants (teachers) with whom they would like to work in any areas in which they wish to work. There are no required classes, even for the "primary age" children. Attendance is optional. Students can go home and sleep if nothing relevant is offered that day.

"To successfully implement all these notions, a policy of window-shopping is followed," says a fact sheet issued by the school. "Students come to school and visit the many centers of study that are available--still traditionally labeled as science, music, theater arts, mathematics, and 10 others. Students may work in any center or any combination of interdisciplinary or multidisciplinary approaches they find of interest and value....

"The student's progress is evaluated in terms of learning objectives set through conferences with his instructors and with the parents whenever they request information or involvement...."

Because the Wilson program is based on an individual-diagnosis-and-prescription philosophy, the school sees its moderately differentiated staff in the image of a hospital:

"1. Doctors--master teachers who are on call 26 hours a day.

"2. Nurses--regular teachers who work shorter hours and do not have the same training as the doctors.

"3. Nurses' aides--paraprofessionals who assist with instuction, supervision, and clerical and special areas such as audiovisual.

"4. Candy Stripers--parent volunteers and student teachers who are with us for short periods of time on a nonpaid basis."

Independent School District 281

4148 Winnetka Ave., N., Minneapolis, Minn. 55427
Phone (612) 523-2781
Contact: Robert Cameron, Director of Secondary Education

Plans modified team teaching and differentiated staffing at the new Neil Armstrong High School in the fall of 1970. Supplanting traditional departments in English, social studies, science, and mathematics will be grade-level teams, each team responsible for certain specific subject areas, each team with a leader, who will be given released time. Teams also will include part-time certified teachers and noncertified aides.

Independent School District No. 197

181 W. Butler, West St. Paul, Minn. 55118
Phone (612) 227-9471, Ext. 260
Contact: Lauren Hagge, Principal, F. M. Grass Junior High School

Differentiated staffing at two secondary schools as follows:

Building chairmen (departments): budget and curriculum responsibility; salary increment; relieved of homeroom responsibilities.

Seven to 12 department chairmen: coordinates secondary curriculum; salary increment.

Practice teachers: "standard plan--work with local colleges."

Teacher interns: from Wisconsin and Minnesota colleges; semester basis--$1,500; team members.

Teacher assistants: certified personnel from community; hourly salary; classroom responsibilities.

Teacher aides: clerical detail--typing, mimeographing, records, etc.; hourly wage.

Kansas City School District

1211 McGee St., Kansas City, Mo.
Phone (816) BAltimore 1-7565
Contact: Donald Hair, Acting Superintendent

See Profile No. 3.

Clark County School District

2832 E. Flamingo Road, Las Vegas, Nev. 89109
Phone (702) 736-5011
Contact: Philip G. Kapfer

In its proposal for an ESEA Title III grant to fund an exemplary elementary school differentiated staffing plan, the district said it would use "Instructional Leaders" and "Instructional Technicians" (aides).

Funds (1) for contracting on an extra-time basis with Instructional Leaders and (2) for securing and training Instructional Technicians would be obtained by reducing the number of certificated personnel employed at the project school. However, the adult to pupil ratio would be considerably increased in the project school by employing three Instructional Technicians for the same cost as the average certificated employee.

East Syracuse-Minoa Central Schools

Fremont Road, Administration Bldg., East Syracuse, N.Y. 13057
Phone (315) 656-7201
Contact: M. Douglas Zoller

"Teacher leadership in the content areas of the elementary school identified, trained locally via inservice training, given an additional salary boost during the year, and retained an additional month for curriculum work. These teacher leaders are freed during the year to supervise instruction, implement curriculum, and impart information through inservice offerings."

Williamsville Central School District

5225 Sheridan Drive, Georgetown Square, Williamsville, N.Y. 14221
Phone (716) 634-5300
Contact: Merle E. Welsh

Twin elementary schools opened in 1966 have completed their third year of implementing a program that involves differentiation with four hierarchical levels: team leader, staff teachers, student teachers, and teacher aides.

Concept has been extended to all 11 schools in the district. Program involves a "performance-based approach to differentiated staffing, peer-professional appraisal, and individualized instruction concepts." District also is collaborating with State U. College at Buffalo and the state education department in developing a comprehensive approach to a qualitative system for training educational personnel. Basis of certification would be changed "from the present emphasis on college courses and credits to performance evaluation...."

Princeton City School District

11080 Chester Road, Cincinnati, Ohio 45246
Phone (513) 771-8470
Contact: Donald V. Johnson

Princeton Salary Plan is a mix of differentiation and merit pay. There are four classifications of teachers:

Provisional--on basic salary schedule.

Associate--base salary plus $200.

Professional--base salary plus $550.

Executive (employed for regular school year of 190 days)--base salary plus $800.

Executive (employed for four weeks of extended service time)--base salary plus $800 plus 10%.

Merit pay ranging from $100 to $1,250 also given for outstanding performance. "A team approach is used in the appraisal of teaching effectiveness. The principal is the appraiser, but he is guided by information from teaching team leaders or subject coordinators and the supervisor serving as advisers on the appraisal team. The superintendent reviews the appraisals with the appraisal team and makes recommendations to the board of education for official consideration and action...."

Dayton City School District

348 W. First St., Dayton, Ohio 45402
Phone (513) 461-3850
Contact: Joseph Rogus, Assistant Superintendent of Instruction

Executive Teacher Program involves the use of elementary teams (1-4). Teams range in size from five to nine members. Each team comprises an executive teacher, two to five professional teachers, one intern, and two aides.

Delaware City District

248 N. Washington, Delaware, Ohio 43015
Phone (614) 363-1188
Contact: Robert F. Schultz

Differentiation with the following hierarchy:

Executive teacher--half-time teaching, rest, management.

Professional teacher--experience and degree; teaches large groups.

Provisional teacher--degree, no experience; teaches small groups.

Intern--no degree; prepares materials; meets with individuals and small groups.

Paraprofessional--high school graduate; clerical work and supervision of small groups.

Beaverton School District No. 48

4855 S.W. Erickson, Beaverton, Oreg. 97005
Phone (503) 292-3526, Ext. 62
Contact: Harold V. Wik, Director, Differentiated Staffing Project

Under a five-year plan that began in 1966, differentiated staffing to be implemented in three pilot schools (elementary, junior high, and senior high) during 1970-71 school year. Twenty-three teachers and administrators comprise a district committee mapping the program. Participating in the project are a number of colleges, federal agencies, and education associations.

Hood River County Schools

P.O. Box 418, Hood River, Oreg. 97031
Phone (503) 386-2511
Contact: Jack Jenson, Assistant Superintendent

Differentiated staffing in three schools--one elementary, two secondary--since 1968. Hierarchy as follows:

Administration
Learning coordinators
Learning team leaders
Learning managers Level II
Learning managers Level I
Instructional aides
Clerical aides
Community associates
Student aides

John Adams High School

Portland Public Schools, 5700 N.E. 39th Ave., Portland, Oreg. 97211
Phone (503) 234-3392
Contact: Robert Blanchard, Superintendent

"John Adams High School in Portland, Oreg.," says Newsweek, "is perhaps the most interesting public school in the United States today." It was designed by seven doctoral candidates in the Harvard Graduate School of Education. They envisioned it as (again quoting Newsweek) "an experi-

mental high school combining a new curriculum with teacher training and research." Located on the fringe that separates ghetto from middle-class neighborhoods, with 20% minority students, it is subdivided into four "houses" containing about 300 students each. Students spend half the day in a general education program in their respective houses.

The program is made up of interdisciplinary, problem-centered courses in English, social studies, math, and science. The remainder of the day consists of "option periods" in which students go to "resource centers," study on their own, take traditional courses or six-week mimi-courses, involve themselves in work experience programs, etc.

Each house staff is organized as follows:

Curriculum Associate--This is the house leader, responsible for student accounting, record-keeping, house office organization, and handling minor breaches of discipline. He coordinates curriculum planning and application by the instructional members of the house staff. The CA assists others on the school staff with the training and supervision of teacher trainees. His assignment may also involve the teaching of one class in the elective program, conducting seminars for teacher trainees, or other duties utilizing his talents.

Team Leader--Each house contains two teams of teachers charged with the task of developing and applying the general education curriculum. Each team is led by a senior teacher serving as a curriculum resource person, manager of teaching spaces, and supervisor of curriculum applications. Team leaders assist the CA in teacher trainee supervision. They teach in the general education program and one or two elective classes. Though classified as teachers, they do receive an additional increment and are on a distinct wage scale.

House Counselor--Each house has a counselor who works with all students in the house. The counselor performs such tasks as leading group counseling sessions, college and program adviser, teaching a class, a resource person to the general education teams, an adviser to teachers on techniques to help certain students, and aiding students with personal problems.

House team members include two certified teachers, two interns, and two trainees from the Portland Urban Teacher Education Project who are compensated as aides. "Two student teachers are assigned to each team each term.... Each team has assisting members, teachers that help apply part of the house curriculum for one or two of the general education periods.

"Specialist teachers, such as art, physical education, and vocational education teachers, are distributed among the houses to be resource persons to the teams." There are also skilled paraprofessionals and specialists in reading, writing, and mathematics laboratories or resource centers.

Menasha Public Schools

P.O. Box 360, Menasha, Wis. 54952
Phone (414) 725-3221
Contact: Alan D. Osterndorf, Superintendent

A superintendent's "representative planning committee" was appointed in the fall of 1968 to discuss "educational planning and programs" with him. At its second meeting the committee decided to investigate differentiated staffing. There followed a series of meetings and extensive research, the product of which was an extensive DS proposal for the eight schools (five elementary, two junior highs, one senior high) in Menasha, as follows:

Master teacher-system consultant: Teaches part time and is available for assistance in the subject area K-12. Serves as department chairman at the school in which he teaches for the subject area he teaches.

Department chairman: A secondary teacher who is very knowledgeable in a subject field and who will lead and coordinate the subject area offerings in that field within a given secondary school building.

Team leader: A teacher who works with at least three or more teachers and aides to coordinate and lead some special aspect of a teaching assignment.

Staff teacher: A qualified and certified teacher whose responsibility is diagnosing learning needs of his pupils, instruction, and evaluation.

Teacher aides: Noncertified personnel responsible for assisting teachers in clerical and other assigned duties.

Wisconsin Research and Development Center for Cognitive Learning

U. of Wisconsin, 1404 Regent St., Madison, Wis. 53706
Phone (608) 262-4901
Contact: James E. Walter, Director of Dissemination

An idea developed at this research center has burgeoned into an exciting experimental program going on in 50-plus elementary schools in seven states--Wisconsin, Ohio, Iowa, Illinois, Minnesota, New York, and Pennsylvania. The idea is really two ideas, the Multiunit Elementary School and Individually Guided Education, the former being the organizational component for the latter, which is the total system.

The multiunit form of organization combines differentiated staffing, ungraded classes, and team teaching. It includes units of 100 to 150 children, unit leaders heading a team of teachers, aides, and interns. Planning is done by a group of unit leaders and the school principals. It is a way of organizing schools so teachers can respond to each child's learning needs and provide the right setting for learning. Each unit tests the effects of innovations introduced and unit members do small-scale research on their own. "A continuously improving, self-renewing elementary school results," says Herbert J. Klausmeier, head of the Center.

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